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ABSTRACT

A study identified competencies needed by a bilingual teacher aide in an elementary school program. The methodology involved (1) use of task analysis in the form of a 341-item questionnaire, which was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of their tasks, (2) chi-square tests for significance of the bilingual teacher aides' background data and areas of task performance, (3) structured interviews with 40 bilingual teacher aides, (4) structured interviews with their 40 monolingual supervising teachers (conducted separately), and (5) a review of the literature. Results showed that the bilingual teacher aides are specifically unprepared to perform in the very areas for which they were employed. Courses are recommended and described on the basis of the skills which appeared to be most important to the performance of essential tasks within the bilingual classroom. A bibliography, intended as a guide for teacher aide trainers, is included to facilitate the development of appropriate materials. Recommendations for more effective screening and placement, and for state certification are offered. The research questionnaire is appended along with tables presenting chi-square analysis of the data. (Editor/NJ)

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RESEARCH AND ANALYSIS OF COMPETENCIES NEEDED BY THE BILINGUAL TEACHER AIDE

Conducted Under
Section 131(b) Part C
Public Law 90-576

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit, Division of Career/Vocational Education, Arizona Department of Education. Grantees undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Arizona Department of Education position or policy.

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IV. ABSTRACT

A. PROJECT TITLE: Research and Analysis of Competencies Needed by the Bilingual Teacher Aide

B. AGENCY: Mesa Community College
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Mesa, Arizona 85202

C. PROJECT DIRECTOR: Marilyn R. Seymann, Ph.D.

D. BEGINNING DATE: August 11, 1975
ENDING DATE: June 30, 1976

E. FUNDS: RCU $9,805 Local $1,150 Total $10,955

F. SUMMARY OF PROJECT:

This study serves to identify the competencies needed by a bilingual teacher aide in an elementary school program. A task analysis, in the form of 341-item questionnaire, was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of the tasks performed by the bilingual teacher aide. The responses were summed by computer and the tasks within the top 15 difficulty groups, as well as tasks bordering on this level of difficulty which were seen as extremely important by the interview, were analyzed to extract the skills necessary for their performance. To further validate the results, personal interviews with 40 monolingual teachers in bilingual programs and 40 bilingual teacher aides were conducted subsequent to the administration of the questionnaire.

The results of the interviews supported the results of the survey data. Based on the skills which appeared as those most needed for the performance of essential tasks within the bilingual classroom, courses are recommended and described. An analysis of available training materials for the bilingual teacher aide revealed a need for material development in this area. Bibliography, as a guide for teacher aide trainers, is included to facilitate development of appropriate materials to be used with the aide. Recommendations for more effective screening and placement and for state certification are made. A change in educational opportunities for the aide and in the teacher's attitude toward the aide as an important member of a team are seen as mandatory for future bilingual program success.

V. FINAL REPORT OF THE PROJECT

Introduction

The need for bilingual teacher aides has grown rapidly since 1967, with the advent of legislation in the State and Nation supporting programs of bilingual instruction in the local schools. To meet this challenge to our educational system, Congress, in 1967, enacted the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA).

On May 25, 1970, the Department of Health, Education and Welfare issued a memorandum in which

> . . . the agency stipulated that school districts with more than five (5) percent national origin minority group children have an obligation under Title VII to equalize educational opportunity for language minority students. . . . Although school districts were required to provide some form of language program to meet the needs of language minority children, the May 25 Memorandum did not specify what type of program this should be. (U. S. Commission on Civil Rights, 1975, p. 176)

In January of 1974 the Supreme Court affirmed in *Lau v. Nichols*[1] that school districts are compelled under Title VII of the Civil Rights Act of 1964 to provide children who speak little or no English with special language programs which will give them an equal opportunity to an education. Given impetus by legislation and founded on the notions of equality of educational opportunity and accountability in public education, bilingual-bicultural education is now offering hope to approximately five million linguistically and culturally distinct children in the United States. While it is clear that court action and legislation have contributed significantly to the development of bilingual-bicultural education, it is also clear that the legislators appear to be a step ahead of the educators.

The years between 1967 (First National Bilingual Act) and 1974 witnessed an increase in national bilingual legislation and monies. Federal funds alone increased during this period from $7.5 million to $58.35 million. Grants for the 1975 fiscal year totaled nearly $85 million.

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[1] 414 U. S. 563 (1974). See Appendix A.

Although school districts throughout the country are receiving monies to redesign their curriculum, materials, and testing procedures,[2] as well as to reeducate their teachers,[3] teacher training institutions have not kept pace. This slow response, along with several other obstacles, stands in the path of maximizing the successful use of these funds.

Although basic resistance to bilingual-bicultural education exists among those clinging to the Melting Pot philosophy, one must, for the purposes of this study, concentrate on the specific dynamics of the most important operational factors within the schools themselves: the teachers.

Bilingual education represents a great threat to the monolingual teacher. Fear of change, fear of job displacement, inability to perform effectively in a newly created role puts many negative factors in the path of the teacher who suddenly finds himself in a "bilingual program." These fears, insecurities, hostilities, and, consequently, negative attitudes must not be dismissed or ignored. While new routes must be found for successfully educating the children for whom these bilingual-bicultural programs have been created, so, too, must possibilities for reeducating the teachers responsible for the success or failure of these programs be explored.

However, upon exploration, we find ourselves faced with teachers who are unable or unwilling to go on for the additional training which would maximize their effectiveness in a bilingual program. Inservice programs, seen as an immediate alternative, are palliative. They are not truly adequate to meet all of the newly created needs of the teacher in a bilingual program, but do ease the transition and offer intermittent support.

Alternatively, restaffing the funded schools with bilingual teachers is a possibility which is unrealistic because of the marked shortage of trained bilingual teachers. Since the bilingual-bicultural education movement has developed so rapidly, the teacher training institutions have not yet developed the necessary training programs to adequately meet the current demands for bilingual teachers. As a result, the teacher, frustrated by the inability to communicate, limited by budgetary restrictions, pressured by state and federal legislation, and motivated by a desire to educate all of the children, turns to the most viable alternative: the bilingual teacher aide.

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[2] "This year 326 classroom demonstration projects in 41 languages received a total of $53,370,000 to continue their work to meet the special education needs of children ages 3 to 18. A network of 17 bilingual education centers received close to $10 million for use in 1975-76 to develop and disseminate materials to local school districts" (*Bilingual Review*, 1975, *1*(11), 1).

[3] "Thirty-six institutions of higher education have received a total of $3,736,087 to improve and expand their bilingual education training and development programs, as well as $3 million for fellowships for M.A. and Ph.D. candidates in bilingual education programs" (*Bilingual Review*, 1975, *1*(11), 1).

Until recently, the role of the teacher aide has been dealt with in a less than professional fashion. Most of the articles written on the subject of aides, their roles and responsibilities have defined them with maximum emphasis on their support functions,[4] with minimal, if any, emphasis on instructional function. The aides' roles have been dictated by the teacher, often with little or no input from the aide himself. Frequently relegated to the aide are the tasks which the teacher considers routine and time consuming. This attitude of secondary importance in terms of the aides' professional function in the classroom is easily transmitted to both the aide and the children.

In many cases, the aides, frequently members of minority groups in the community, are the only adult figures to whom the culturally and linguistically distinct child may relate, and, consequently, they serve as the child's identification model within the school. When this model is treated in less than a professional manner, this may easily be internalized by the minority child who then begins his school education with a limited projection of his own self image.

Presently, with the advent of bilingual education, a significant change is taking place in the role of the teacher aide and, more specifically, the bilingual teacher aide.[5] This change can be primarily attributed to the need to utilize the bilingual teacher aide in a primary instructional capacity and not in an auxiliary capacity except in reinforcing situations.

This need, as explained earlier, has grown out of the inability of the monolingual teacher to communicate with, and, therefore, successfully teach the culturally and linguistically distinct child. Ironically, while the role of the aide is being changed out of necessity, attitudes, pay, and educational advantages are not. While bilingual educators are intent on trying to meet the needs of the minority child so that he might develop a more positive self image and achieve greater freedom as a result of a meaningful educational experience, little attention is being paid to meeting the comparable needs of the bilingual teacher aide.

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[4] The *NEA Research Bulletin* (1967) lists the ten most widespread duties of *paid* aides in descending order of frequency: duplicating tests and other materials; helping with classroom housekeeping; typing class materials, tests, etc.; setting up AV equipment and other instructional materials; helping with children's clothing; supervising the playground; correcting tests, homework, workbooks, etc.; reading aloud and story telling; assisting in the school library; collecting money from pupils.

[5] For the purposes of this study, we will not be dealing with the general, clerical, or the monolingual teacher aides. Our references, from this point on, will be specific to the bilingual aide working within the classroom.

The bilingual teacher aide, selected in many cases with the sole qualification of bilinguality (LaFontaine, 1971), is now asked to assume full responsibility for the *instruction* of the linguistically distinct child with whom only they can communicate. In a preliminary study of "5th Year ESEA Title VII Bilingual-Bicultural Programs with High Concentration of Mexican Americans," conducted by H. J. Casso (1975), it is noted:

> When asked how is Spanish/English *instruction* provided in bilingual classes having monolingual teachers, 54% of the respondents indicated *bilingual aides* provide for the Spanish language *instruction*. (p. 7)

Incumbent upon the bilingual teacher aide, then, is the responsibility of teaching these children their primary skills of oral language development, reading, and math in their native language.

As already mentioned, the selection of these aides is based on their bilinguality, which is often assessed informally on their oral performance level without regard to competence.[6] An additional factor in selection is frequently the aide's membership in the target cultural group at which the program is aimed. Here, too, there is little formal assessment of the degree of cultural awareness possessed by the aide. The aide, then, is put into the role of resource person and teacher without sufficient language skills, knowledge of cultural processes, learning styles, or teaching techniques.

Previously, this lack of preparation was justified by the fact that the aide functioned in a subordinate, supportive and supervised role, both inside and outside of the classroom (Hixon, 1971).[7] For the reasons explained earlier, this is no longer the case. The newly created bilingual programs are relying on the aide who speaks the target language for their effective implementation.

As a result of personal observations, interviews with teachers, school and program administrators, and with the bilingual aides themselves, it has become apparent that the time has come to accommodate the role change which has been put upon the bilingual teacher aide by offering the aide the training to develop the skills necessary for the effective performance of these newly acquired tasks.

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[6] See *Definition of Terms* for explanation of this difference.

[7] Hixon notes that "the role of the paraprofessional is always secondary to the teacher and, although 'partnership' is present, it must be centered in supportive instruction."

The Problem

With the advent of bilingual education and its ensuing legislation and funding, bilingual teacher aides have, out of necessity, been cast into a role for which they are ill prepared. Formerly in a support role in the classroom, bilingual teacher aides now find themselves assuming a primary instructional role with the non-English speaking student.

The marked change in responsibility has not been accompanied by increased salary, professional respect, or educational opportunity. The education of the bilingual teacher aide is felt to be a major concern and a primary area of importance for study. With increased education and upgraded professional skills, the aides will be better prepared to meet their instructional responsibilities, as well as to demand an attitude and salary change, which will be well deserved.

This project attempted to identify essential knowledges, skills, and awarenesses needed by persons training to become competent in the new and emerging field of the bilingual teacher aide. It then recommends appropriate curriculum development, inservice topics, and material development which was found to be unavailable.

Definition of Terms

Aide: An aide is a term frequently used to describe an auxiliary member of the instructional staff. Other terms for the same function are: assistant teacher, paraprofessional, auxiliary personnel.

Assimilation: The changing of culturally different or heterogeneous peoples into a single cultural pattern.

Auxiliary personnel: A general term to describe those who work with children other than professional teaching personnel (Saunders, *et al.*, 1971, p. 8).

Bicultural: A person who displays behavior which commingles two cultures (Barba, 1973).

Bicultural education: Instruction using the native culture as a basis for learning subjects while developing awareness of the second culture.

Bilingualism: The use of two or more languages by an individual.

Bilingual education: Instruction using the native language as a basis for learning subjects while second language skills are also being developed.

Competence: The speaker-hearer's knowledge of a particular language (Chomsky, 1965, p. 4).

Contrastive analysis: The study of two language systems for their similarities, differences, and major interference phenomena.

Culture: Culture is that complex whole which includes knowledge, belief, art, morals, low, customs, and any other capabilities and habits acquired by man as a member of society (Tyler, 1929).

Cultural pluralism: The belief that affirms the understanding and appreciation of differences that exist among the nation's citizens and sees these differences as positive contributions to the society. Sometimes referred to as the "salad bowl theory" which states that tomatoes, cucumbers, radishes, and carrots can all be in a bowl together without losing their individual identities.

Cultural sensitivity: An appreciation of culture other than one's own.

Degree of bilingualism: How well an individual knows the languages he uses.

Dialect: The variety of language spoken by members of a single speech community, either regional or social.

Differentiated staffing: A framework within which a hierarchy of teacher aides and teacher assistants can be implemented into the instructional program (Bloom, 1973).

ESL: English as a Second Language. A course of study designed to teach English skills to non-English speaking students. ESL is frequently a component of a bilingual program.

Ethnic group: A community having racial, linguistic and/or cultural ties relatively distinct from its neighbors (Burger, 1971, p. 10).

First language (native language, mother language): The first language learned by a child, usually the language of his home.

Grammar: A finite set of rules that will generate infinite sets of grammatical sentences or no non-sentences.

Maintenance: Use of one language as a medium of instruction with the desire to maintain it while another language is also taught (contrast with transfer) (Mackey, 1974, p. 156).

Melting pot philosophy: Calls for the amalgamation of all subcultures into a new and superior culture (also known as "assimilationist philosophy").

Monolingual: A person who uses one language.

Paraprofessional: A general term to describe those who work with children other than professional teaching personnel.

Performance: The actual use of language in concrete situations (compare with competence) (Chomsky, 1965, p. 4).

Second language: A language learned subsequent to a speaker's native language, sometimes the language of the school or the wider community.

Self concept: "An organization of images which each person has about himself in the world. These images develop over time from the reflected appraisals of others around him" (Walcott, 1969, p. 76).

Target language: The language which is to be taught.

Transfer: Use of one language as a medium of instruction with the goal of ultimately converting to another for primary use (contrast with maintenance).

Review of the Literature

Although some attention has been given to the desirable characteristics, knowledge, skills, and training of the bilingual-bicultural teacher, the literature is almost non-existent in articles dealing with the bilingual teacher aide. While the Center for Applied Linguistics (1974) has developed guidelines for characteristics, skills, knowledge, and training for teachers, there is no mention made of guidelines for similar categories to be used for the bilingual teacher aide, nor are there any training models described.

An ERIC search of related publications revealed six articles dedicated, at least in part, to the role of the bilingual teacher aide or auxiliary bilingual personnel. Extensive coverage of the role of the general teacher aide does exist, however. These articles, although examined, are not discussed in this report because they do not deal in any relevant or specific way with the roles or training of bilingual teacher aides (see footnote 5).

Of the six publications which were found to deal with the bilingual aide, only one was directed toward a research approach. The study, "New Mexico Migrant Project Aides: Perceptions of Their Functions," by Alma Maria Acenedo Barba of the University of New Mexico (1973), focuses primarily on a comparison of the perceptions held by administrators, teachers, and aides toward the functional roles of aides in educational programs with Mexican American migrant students in New Mexico. The study found no significant differences in these perceptions.

A second document, *Teacher Aide Guide for Navaho Area*, Dzilth-Na-O-Dith-Hle Boarding School, Bloomfield, New Mexico (1970), was prepared for the consumption of aides and teachers in the subject school. The bulk of the study consists of suggested activities to be conducted by aides, with strong emphasis on cultural elements to be integrated into the curriculum. Additional attention is given to the teacher-teacher aide team approach for increased efficiency in instruction and communication.

In an article published in the *TESOL Quarterly* entitled "Para-Professionals: Their Role in ESOL and Bilingual Education," LaFontaine (1971) advocated recruiting bilingual persons as teacher aides and suggested parents as an important source for such personnel. Since the aides' function, by his definition, is non-instructional, the qualifications for the position are minimal. The aide must be bilingual. He emphasizes close teacher supervision of the aides and sees their ability to communicate as a means of solving the problems with some students whose native language is not English.

Krear and Voci (1972), in their article "The Role of the Teacher Aide in Second Language Programs," dealt with the role of the teacher aides in the Title VII bilingual projects in California. In a 22-item questionnaire, information on attitudes, background, and activities of the aides were assessed for the purpose of giving direction to CATESOL for providing assistance to its membership. Conclusions drawn from the findings indicated that, as a group, paraprofessionals in bilingual programs seem to have a desire to continue their education and training. The role of the paraprofessional and his perception of it includes active involvement in the instructional program, satisfaction in working with children, and freedom to plan lessons and prepare materials. As a group, paraprofessionals are working nearly as many hours as certificated teachers, but being paid an hourly wage instead of a salary. It is the opinion of Krear and Voci that although an increasing number of paraprofessionals can be found in second language programs, the need for their services will be curbed by the oversupply of certified teachers.

This opinion is not shared by the author of this study. The need for differentiated staffing and the consequential use of paraprofessionals seems to be becoming one of the more realistic solutions to the need for individualized instruction, as well as to the inability of the bilingual funds to pay the salaries of the additional teachers required to maximize the instructional potential (Bloom, 1973). While additional training of certified bilingual teachers will undoubtedly ease the load being put on the bilingual aide presently, it will not obliterate the need for individualized instruction, a primary usage of the aide's talents, nor will it solve the funding deficits, which make it more realistic to employ an aide than a teacher.

Perez (1971), in a paper written for the Fifth Annual TESOL Convention entitled "Auxiliary Personnel in Bilingual Education," attempts to assist educators, parent and community leaders in determining how auxiliary personnel may best be utilized in public schools. It is suggested that the introduction of auxiliary personnel into a school system may provide more individualized education for children, makes possible a more flexible structure in the classroom, makes the job of teachers more manageable and productive, serves to link school and community more closely, and induces a reassessment of all educational roles. The article explores what is needed to realize this potential to the fullest, giving particular consideration to planning, selection criteria, possible functions of auxiliaries, training for the auxiliaries and teachers with whom they work, career ladders, and certification. None of the topics are treated with sufficient depth as to provide a model.

Although the article by Hixon (1971), "The Changing Role of the Salaried Classroom Paraprofessional," does not deal specifically with the bilingual teacher aide, its inclusion is justified because its focus is on the fact that, in many instances, paraprofessionals exceed the limits of nonprofessional duties and heavily invade the professional domain. Since this is one of the main concerns of the present study, the author feels its inclusion is pertinent. A 1971 Oregon study established that paraprofessionals were more involved in instruction than were teachers, including those without paraprofessional assistance. Even when they had paraprofessional assistance, Hixon observed that teachers were seen to be more involved in detail and routine tasks than were paraprofessionals. Hixon speculated that good and poor practice in regard to the paraprofessional role may be presented in specific situations. He concluded that the teacher's role, as classroom manager, is as overall instructional planner and controller, introductory or redirectory agent for all learning, and supervisor or concomitant and supportive instruction. The role of the paraprofessional is always secondary to the teacher, Hixon concluded, and, although "partnership" is present, it must be centered in supportive instruction.

The remaining publications included position papers stating the need for aides in bilingual and second langauge programs, general progress reports on training programs, and evaluations of funded projects.

Goals and Objectives

Primary Focus

There is a pronounced lack of research and analysis of the particular skills and knowledges needed by the personnel who staff bilingual education programs in the public schools. Although the role of the bilingual aide is crucial to program success, no one has yet studied the type of linguistic skills needed by the aide, the nature of the support and resource role to the teacher whom the aide serves as a member of another cultural group, the knowledge of bilingual educational processes, or the degree of instructional training required to fulfill the bilingual paraprofessional instructional role.

The results of this study were used as a basis for planning a curriculum specific to the immediate needs of the bilingual teacher aide. It defines the competencies necessary to be built into the courses which will be developed or into existing courses which can be restructured as a result of these findings. Further it is hoped that the analyses specifying essential skills and knowledges may facilitate the work of coordinators of bilingual education programs in providing needed specific inservice training for their aides.

Hopefully, an added benefit of the published results will create an increased awareness of the important role of the bilingual teacher aide. It is also hoped that an attitude change, as well as a redefinition of pay scales, might result as an outcome of the increased professional abilities the additional recommended training will afford the bilingual teacher aide.

Secondary Focus

A search was made to identify already existing training materials for the bilingual teacher aide and the results of this investigation were correlated with the areas in which the need for training was found to be most acute. Since few adequate materials were found, recommendations were made for their development.

Limitations to the Study

In an attempt to develop educational programs that recognize, respect, and incorporate the linguistic and cultural diversities existing among the children of this country, schools are faced with the need for a wide variety of programs to accommodate these similarities and differences. Since each cultural and linguistic group has many different needs, one type of "bilingual program" will not meet the educational objectives of everyone. Heterogeneity within the cultural group, community attitudes toward the status of the language and their desire for maintenance or transfer (Mackey, 1974, p. 154), and financial assistance from federal and state agencies are only a few of the factors which determine what type of "bilingual program" will best meet the needs of the children in each school district.

The catch-all phrase "bilingual program" encompasses a great variety of curriculum patterns which vary significantly. The medium of instruction in a "bilingual program" may be one language, two languages or more (single or dual medium). The development pattern may be one of maintenance of two or more languages or of transfer from one medium of instruction to another. The distribution of the languages may be different or equal and the same. The direction may be toward assimilation into a dominant culture, toward acculturation, or toward integration into a resurgent one, that is, irredentism. Or it may be neither one nor the other, but simply the maintenance of the languages at an equal level. In this case, the languages may be equal but different, or equal and equivalent. Finally, the change from one medium to another may be complete or gradual (Mackey, 1974, p. 154).

Some of the programs which fall into these various categories are: Title VII ESEA bilingual programs (with transfer or maintenance approach), Title I ESEA (with or without remediation emphasis), pure ESL programs, State bilingual programs, migrant bilingual programs, special English programs, Follow Through, Right to Read, Emergency School Aid, Education for the Handicapped, and individually designated State programs.

In attempting to develop an instrument which identified the tasks required of the bilingual teacher aide and which sought to evaluate the frequency with which they were performed and the degree of facility (ease or difficulty) for the aide, many variables were noted as possible limitations to the validity of the instrument, as well as to the study of the problem.

The questionnaire was developed to be used with a large enough group of aides to give sufficient validity to the results. The bilingual teacher aides participating in the study came from the many different types of "bilingual programs" mentioned earlier. Each program had its own objectives and activities developed to meet the needs of its students.

Even where the aides were working within programs in which the objectives were consistent, the master teacher was seen as an additional variable. The bilingual teacher aide working as a team with a monolingual English speaking teacher, by necessity, has to assume different responsibilities than the bilingual teacher aide working as a team with a bilingual teacher. Aides working in transitional bilingual programs find fewer activities conducted in Spanish than aides working in maintenance programs, whereas aides in ESL and special English programs use their Spanish in different situations and with varying degrees of frequency.

Another variable was the educational background of the bilingual teacher aide. Both the extent of the aide's education and the country in which he was educated figure significantly into which areas he finds more or less difficult. With the lack of teaching jobs, many certified teachers are currently working as aides. This, too, accounted for a greater variety in the knowledge and skills of those responding to the questionnaire.

Aides working half days found themselves exposed consistently to only those activities conducted during their part of the school day. Differences in tasks performed and their frequency also occurred, because the aides participating were involved in classrooms at different grade levels, K-6.

A functional limitation appeared and should also be noted. Upon administering the questionnaire, it became apparent to the author that it was too long. Many of the aides appeared tired and hurried toward the end, thereby the possibility of invalidation of some of the latter questions which focused on instructional skills. It is interesting to note, however, that the aides in the pilot group, upon whom the study was pretested before being disseminated, expressed neither concern nor frustration with the length. Results of the tabulation and total area comparisons indicate the extent to which the length affected the accuracy of the answers.

Project Design and Procedures

Utilizing a field research methodology, the author developed a competency based grid (Appendix B) to define essential competencies needed by the bilingual teacher aide in the primary areas of language skills, cultural attitudes, knowledge of bilingual processes, and paraprofessional instructional skills. To assure adequate scope within this grid, the *Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education* developed by the Center for Applied Linguistics (1974) were consulted. All of the competencies defined therein for the training of bilingual teachers were considered and only those pertinent to the function of the aide were included. Job descriptions used for the hiring of bilingual teacher aides were also studied. This total compilation of competencies was reviewed by a sample of bilingual aides, teachers, and program coordinators in Arizona public school districts, as well as by five university and community college faculty members and two members of the State Department of Education.

Continuing field research methods, a task analysis of on-the-job activities of the bilingual teacher aide in the elementary school was conducted through observations related to the competencies defined in the aforementioned grid. In addition, an informal, written survey was done with groups of bilingual teacher aides enrolled in courses at Mesa Community College (Arizona). In this survey, the aide was merely asked to list, under the four basic categories, the tasks they performed with the greatest frequency.

Based on the structured interviews, the task analysis, the *Guidelines,* and the job descriptions, the author arrived at a final compilation of competencies in the four categories. The competencies were then translated into related activities or tasks performed by the bilingual teacher aide, and a final structured task-oriented questionnaire was developed. Its use was aimed at the bilingual teacher aide working in the elementary school, K-6.

The questionnaire was critiqued by a group of 12 persons from the same groups as mentioned previously, as well as by individual interviews with 6 bilingual teacher aides. It was modified and then sampled on a group of bilingual teacher aides before being disseminated to the entire population of the study.

Description of the Instrument

The survey (Appendix C) consisted of 341 items to be evaluated by the bilingual teacher aides in terms of the difficulty of the task and the frequency with which they were required to perform it. A modified Delphi format was used. Each task was rated for difficulty: (1) easy, (2) average, and (3) difficult, as well as for frequency: (1) daily, (2) weekly, (3) monthly, (4) yearly, and (5) never.

A sheet for background data consisting of eight questions was included for future study possibilities and requested information on present position, time in present position, ethnicity, sex, age, whether the aide lived in the neighborhood of the school, educational background, and formal coursework in Spanish.

As mentioned earlier, the questions were stated as tasks. It was felt that this mode of stating the questions would minimize abstractions and facilitate the job of the aide when answering in terms of difficulty-frequency, rather than asking him to assess competency in certain areas, which would be relatively more difficult and more abstract. In interpreting the data, however, and making recommendations for curricula, the tasks were once again viewed in terms of the competencies necessary for their successful performance.

Questions were grouped into the four categories of language, cultural awareness, knowledge of bilingual processes, and instructional skills and asked in that order. Several questions were paired for the purpose of evaluating the extent to which and the specific areas in which the aide worked with/without supervision, in English or in Spanish.

Further validation, in the form of teacher responses to the survey itself, was felt to be inappropriate because of the monolingual teachers' modified observational abilities, due to a lack of comprehension of the language which the aide uses to instruct.

Data Collection

Data from the 131 questionnaires were tabulated by computer. Background data were summed. Each question (task) was summed for similar answers, both for frequency and difficulty, and put in tabular form. Responses were then summed for difficulty regardless of frequency. Those not responding (NA) were not included in the summation. The questions were next grouped by the number of people finding them difficult. The tasks in the 15 most significant difficulty groups were then assessed for frequency. Each area of the survey (language, culture, knowledge of bilingual processes, and instructional skills) was then examined for the same 15 groups of people.

The data were then analyzed to determine the top 15 groups of questions to which most people responded "daily" and then the difficulty for the questions in the top 15 groups of daily responses was measured.

The average frequencies for all of the questions in the survey were taken and the average difficulty for all tasks performed monthly or more often was computed. More specifically, the average frequencies of questions with an average difficulty of 2.0 or more were then determined.

A chi-square test (Appendix D) was used to determine the significance in the relationship between educational background and task difficulty in each of the four areas. A similar procedure was followed for formal coursework in Spanish and task difficulty.

To increase the face validity of the raw data, a personal follow-up was made in which a sampling of 40 monolingual teachers in bilingual programs and 40 bilingual teacher aides were interviewed by the author. These teachers were asked to indicate five tasks which they would like their bilingual aide to be able to perform (regardless of the *present* competencies of the aide, but in light of the areas of greatest need in the classroom). The aides, likewise, were asked to indicate the five tasks they would like to be able to perform to be a better aide and a greater asset to their bilingual classrooms.

The results of these interviews were then matched against the computerized results of the data to provide additional proof that the questions in each area which were weighted as the most important and needed skills, in the opinion of the author, were, in effect, the same as those deemed important by the aide and the teacher.

Results of the Study

The results of this study are based on: (1) an analysis of research data derived from responses to a questionnaire on the tasks which the aides were asked to perform, their degree of difficulty, and their frequency of performance; (2) chi-square tests for significance of the bilingual teacher aides' background data and areas of task performance; (3) structured interviews with 40 bilingual teacher aides; (4) structured interviews with their 40 monolingual supervising teachers (conducted separately); and (5) a review of the literature.

Summary of Background Data

Background data on the 131 subjects of the study indicate the following characteristics of the population:

(1) Of the 131 subjects, 104 persons indicated their present position as "bilingual teacher aide," 2 as bilingual student teachers, and 25 as teacher aides in Special English programs. (Explanations of these differences are contained in *Limitations to the Study*.)

(2) Fifty-eight persons indicated that they have been in their present positions less than one year, 17 for one year, 25 for two years, 13 for three years, and 18 for more than three years (although funded bilingual programs were not in existence prior to this time).

(3) Of the 131 respondents, 125 were Mexican Americans, 2 were Anglo, 4 were "other," and none were Black.

(4) There were 123 females and 8 males. There were 39 in the age group 18-25; 64 in the age group 26-40; 21 in the age group 41-50; and 5 in the age group 51-60, with only 1 being over 60.

(5) Sixty respondents indicated that they lived in the neighborhood of the school, 70 did not, and 1 no response (NA).

(6) Of the 131 participants, 20 did not have a high school diploma, 73 had a high school diploma or GED, 3 indicated holding an A.A. degree, 30 had "some" college (non-specific amount), 2 held B.A. degrees, 1 had an M.A., and 1 no response (NA).

(7) *Formal* coursework in Spanish was also assessed with the result that 29 had one year of Spanish in high school, 33 had more than one year in high school, 11 indicated having one year of Spanish in college, 14 said they had more than one year of Spanish in college, and 45 indicated that they had had no courses in Spanish. However, when this data was used in the chi-square analysis a more gross categorization was used: coursework/no coursework. Similarly with educational background, grouping was made between no high school, high school, GED/some college or more.

Of these characteristics only the latter two were analyzed in terms of relationship to task difficulty because of the nature of the study. It was felt that educational background and formal coursework in Spanish might have a relationship to the ease or difficulty with which the bilingual teacher aide was able to perform certain tasks, as upgrading of skills might well prove to be a product of education.

Since it was the intent of this study to analyze the skills needed by the bilingual teacher aide for successful task performance and to make specific recommendations for educational program development (bilingual curriculum), it was deemed important to analyze if, in effect, ease in task performance, by areas, was related to (a) educational background, and (b) formal training in Spanish. In terms of educational background, chi-square values were significant at the .01 level for all areas except language. In spite of the non-significance of the chi-square value for difficulty of language and educational background, tasks requiring formal language skills appear throughout the study in the high difficulty range.

Personal interviews with both teachers and teacher aides, as well as the experience of the author in working with the aides, provides additional evidence that requires that we do not accept without question the face value of this non-significance. Educational background, as questioned, does not necessarily include any language training. That is, except in the case of language skills, bilingual teacher aides with some college training generally report tasks to be easier than those without college training.

In all areas except culture, reported ease of task performance was found to be related to formal Spanish coursework with chi-square values significant at the .01 level for language and instructional skills and at the .05 level for bilingual processes. In the case of culture, however, the hypothesized relationship between formal Spanish coursework and ease of task performance had to be rejected at even the .05 level. That is, at a .05 level of significance, sample differences in reported difficulties could be attributed only to chance where culture was concerned.

Analysis of the Data

The questions which appeared as the most difficult (see Appendix E) consistently appeared to be performed with low frequency (yearly, never). The questions which appeared as the least difficult indicated a high frequency of performance (monthly or more often).

Each additional analysis of the data substantiated these conclusions and illustrated a basic behavioral principle: *people will not choose to do, or do frequently, that which is likely to lead to failure.* People do not tend to volitively repeat negative experiences (Keller & Schoenfeld, 1950, p. 328). This behavioral principle leads one to expect that difficult tasks will be performed with lower frequency.

Weighting all questions and all individuals equally, a chi-square test was used to confirm that the data conforms to the principle that frequency of performance is related to task difficulty. The chi-square value was significant at the .01 level indicating that such a relationship can, in fact, be expected to exist among instructionally untrained bilingual aides. Analyzing questions by area and using a chi-square test showed a similarly significant relationship between frequency and difficulty for each area.

Although a low frequency of performance of certain tasks is noted, it must not be erroneously concluded that these tasks are of less importance. Lack of task performance does not necessarily reflect a lack of priority in task importance. Task frequency appears to be related to the assessed skills of the bilingual aide more so than to the assessed needs of the bilingual classroom.

Teachers' attitudes and expectations tend to alter the requests they make of the aides. That is, teachers hesitated to ask the aide to perform certain tasks which they felt the aide would not be able to perform well, and thereby accounted for the lowered performance frequency. However, when interviewed, these teachers were clear about indicating the tasks they would like to be able to ask their aide to perform. In like manner, the aides were aware of the tasks which they would like to and felt they should be able to perform, but did not because of their anticipated or perceived inability to perform them well.

Although the questions were stated as tasks and grouped in four areas, the intent of the study was not merely to isolate tasks. The purpose was to identify the skills and knowledge necessary for the successful performance of these tasks. Although certain tasks may appear in different areas of the study, on examination it becomes apparent that similar skills are needed for their performance. In these cases, therefore, it was appropriate to analyze and group the tasks by skills rather than by area.

Language skills. In the language area, the questions of highest difficulty were those which involved the skills of written Spanish--both in the encoding and decoding phases (questions 9, 10; see below). Additional difficulty was noted in question 15, which requires the formal knowledge of the sound system of Spanish. While none of these three questions fell within the range of the top 15 difficulty groups, where the cutoff was at 60 responses, it should be noted that they were very close to this range and were considered because of the concern expressed by both the teacher and the teacher aide in this area.

Lack of these same skills is noted to cause difficulty in the performance of tasks (questions 148, 149, 153) in the Instructional area. It should be noted that these three questions did fall into the category of the 15 top difficulty groups. These questions required the teaching of subject matter areas *in Spanish*. While one might question whether it was the methodology, content, or the lexicon which would account for this high difficulty, this can be resolved by comparing the

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Questions: 9. Translates teacher's notes to parents into written Spanish.

10. Writes in Spanish, stories children dictate in English.

15. Pronounces each sound of the Spanish alphabet for the children.

Teaches in the following areas in Spanish:

148. Science
149. Social Studies
153. Music

responses in this group (questions 146-154; see below) with those of the preceding group of questions (137-145) which require the same knowledge of the subject matter and methodology, but not of the Spanish language. Responses of difficulty to this group were significantly lower.

This pattern is noticeable throughout the survey (see questions 273-181 vs. 282-290). The aides function with much greater ease in English, in both the oral and the written domains of the classroom. In the group of questions 273-281, of the 9 subject areas, 7 fell within the top 15 difficulty groups with the other 2 closely following. Again, the hypothesis that the difficulty lies in the Spanish language ability rather than in the content is proved by comparison with the next area (questions 282-290) in which the same nine areas are listed, but the question involves the use of English. There are no questions in this group which approach any significant number in the difficulty range.

Additional validation of the need for the written and reading skills is shown by the responses to questions 230, 231, 239, 248, 249,

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Questions:

137-145: Teaches in the following areas in English: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

146-154: Teaching in the following areas in Spanish: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

273-281: Prepares written handouts in Spanish for: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

282-290: Prepares written handouts in English for: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

230-231: Collects own bilingual instructional materials for: Science, social studies

239: Assists teacher in selecting bilingual instructional materials for: Science

248-249: Selects own bilingual instructional materials for: Science, social studies

257, 258, 266, and 267 (see below), all of which were among the 15 most difficult and all of which deal with the preparation and selection of *bilingual* instructional materials, thereby necessitating the ability to read and write Spanish, both for selection and preparation.

Both the teacher aides and the teachers expressed great concern in this area as well. The teachers indicated the need for their aides to be more skilled in reading and writing Spanish so that the aide would be able to teach reading and phonics in Spanish. The aides, perceiving this to be one of the main reasons for which they were hired, felt this need acutely as well.

Culture. In the area of culture, the tasks which appeared among the 15 most difficult were in the area where the bilingual teacher aide was needed as an effective resource person (questions 43, 46, 48). These areas, as well as questions 36 and 37, which did not rank among the top 15 most difficult but were bordering very closely, require the same skill for effective performance: knowledge of the history and culture of Mexico, including its traditions and folklore.

Once again the personal interviews validated the data. The teachers wished their aides were more knowledgeable about Mexican history and culture so that the aide could explain them to the teacher and teach them to the children. The aides voiced similar concern with this area. They felt, once again, that they had been selected because of their membership in the "cultural group" and were not as knowledgeable about their own culture as they were "expected" to be. The desire to raise their classroom competency in the cultural and historical areas was accompanied by a revitalized interest in their inherited culture.

Questions:

257-258: Prepares bilingual instructional materials with teacher for: Science, social studies

266-267: Prepares own bilingual instructional materials for: Science, social studies

36: Points out to teacher the contributions of the cultural group to the history and culture of the United States

37: Points out to students the contributions of the cultural group to the history and culture of the United States

43, 46, 48: Serves as an *effective resource person* in the following areas: History of Mexico; proverbs, sayings; and folktales

Many saw this as a result of now being able to see their culture as a valued one as a result of the bilingual programs.

Teachers also wished to be able to utilize the aide to help identify how the culture manifests itself in the behavior and learning styles of the child, so that the curriculum, methods, materials, and tests selected and used could be the most appropriate ones.

Survey questions relating to the application of this cultural knowledge (questions 25, 29, 30, 31; see below) also appeared within a high difficulty range indicating the similar concern of the aides who felt unprepared to perform in this applied area.

Knowledge of bilingual process. In this area the four questions which received the highest difficulty ratings (all four were within the range of the top 15 difficulty groups) were questions for which the skill involved would be the articulation of formally acquired knowledge. Questions 56, 57, 61, and 62 indicate a need for more knowledge of the basic philosophy and theory of bilingual education, its current status and application to newly developed methods and testing materials, and the ability to communicate the above. Teachers had the expectations of utilizing the aides as informants because of the inservice programs given to the aides. However, the aides felt inadequately prepared to serve in this role.

Questions:

25: Helps teacher evaluate tests and materials for cultural biases.

29: Interprets for the teacher the cultural meanings of a child's drawing.

30: Interprets for the teacher the cultural meanings in a child's experience story.

31: Gives teacher suggestions for how the school experience may better meet the needs of the bilingual-bicultural child.

56: Keeps teacher informed of the current theories on bilingual education.

57: Keeps teacher informed of the new methods being developed in bilingual education.

61: Keeps teacher informed of new tests being developed in bilingual education.

62: Works with teacher in selecting testing materials.

Instructional skills. The instructional skills which appeared among the 15 most difficult appeared to be those in which Spanish was used specifically (questions 148, 149, 153; see below) or as part of "bilingual skills" (questions 230, 231, 239, 248, 249, 257, 258, 266, 273, 274, 275, 276, 277, 280, and 281). As the result of comparing paired groups of questions in which the other skills involved were similar and difficulty level was insignificant, it was felt that the skill that was lacking for the successful performance of these tasks was a language skill. These tasks were discussed earlier as part of *Language skills*.

Additional instructional questions which fell within the 15 most difficult tasks included questions 317 and 335. These indicated a need for closer observation of the other questions under which subject areas were stated (questions 83-172, 219-290, and 306-341; see Appendix C). It should be noted that the areas of science, social studies, and music are consistently described as the areas of highest difficulty, regardless of the question asked about them.

Questions:

148, 149, 153: Teaches in the following areas in Spanish: Science, social studies, music

230, 231: Collects own bilingual instructional materials for: Science, social studies

239: Assists teacher in selecting bilingual instructional materials for: Science

248, 249: Selects own bilingual instructional materials for: Science, social studies

257, 258: Prepares bilingual instructional materials with teacher for: Science, social studies

266, 267: Prepares own bilingual instructional materials for: Science, social studies

273-277, 280-281: Prepares written handouts in Spanish for: Oral language development, mathematics, science, social studies, reading readiness, music, and arts/crafts

317: Develops own instructional games to teach in the following areas: Science

335: Develops own instructional games to reinforce the following areas: Science

Possible explanation of these high levels of difficulty in the areas of science and social studies can be the minor role which these subjects play in the curriculum of K-3 bilingual classrooms. Because of the lack of familiarity in these areas, both in content and in terminology, problems in teaching would be anticipated.

Music, however, which is a part of the bilingual K-3 curriculum, was found to be difficult because the specific skills which are required for the classroom are learned ones: playing the piano, singing a tune, knowing the words to songs. The aides expressed concern that they had not ever formally learned music and were, consequently, lacking these skills.

Once again, in the instructional area, the personal interviews were consistent with the expressed areas of difficulty indicated by the survey. The internal consistency of the data was impressive and the results of the personal interviews, both with the aides and the teachers, corresponded significantly with the results of the questionnaire, thereby further increasing the face validity of the observations.

Conclusion and Recommendations

Conclusion

If it were not for the bilingual teacher aide there would be no bilingual education programs at the present time. However, insufficient attention has been given to this fact by educators, funding sources, and by the community itself.

This study has documented the most important skills currently needed by the bilingual teacher aide to perform the necessary tasks of a funded bilingual program where the aide has been given primary instructional responsibilities. It has been concluded, based on the results of this study, that the bilingual teacher aides are specifically unprepared to perform in the very areas for which they were employed.

Recommendations

It is the feeling of the author that the education of the bilingual teacher aide, viewed from the perspective of intellectual development, should encompass more than just a knowledge of the Spanish language and the Mexican culture. In addition to these, the aide should be able to understand "the psychological and social meanings given by the culture to the nature and social world and the ways in which these are reflected in the intellectual processes and affective life of the child or adult. Since what is being dealt with are two cultures, the ability to contrast these elements in both cultures" (Angel, 1974, p. 34) should also be a skill which the aide possesses.

As a result of the task analyses, specific skills were identified within each of the four areas needed by the bilingual teacher aide to perform these tasks more effectively in the bilingual classroom. These skills, which are all seen as learned or learnable competencies, have been identified as:

A. Speaking Spanish
B. Reading Spanish
C. Writing Spanish
D. Analyze sound systems of English and Spanish
E. Teach history, culture, and music of Mexico
F. Identify how culture manifests itself in behavior
G. Articulate basic theory of bilingual education
H. Explain current methodology and testing in bilingual education
I. Plan lessons
J. Develop bilingual materials
K. Teach subject matter in Spanish
L. Teaching reading in Spanish

As a means of affording the bilingual teacher aide access to these competencies, recommendations for the education of the bilingual teacher aide will take the form of a curriculum which is:

1. Interdisciplinary: to facilitate the acquisition of these varied competencies;

2. Career latticed: to facilitate entry and re-entry, without a loss of time involved; and

3. Competency based: to allow the student to follow a course of study which meets his individual needs, giving appropriate credit for work experience as well as for related coursework in which some of the necessary skills may have already been acquired. (Analysis of the competencies of the entering student should be evaluated by the program director and appropriate credit and placement should be agreed upon by the student and the teacher.)

The courses forming part of this curriculum should be:

1. Skill specific: Courses listed are accompanied by a competency code (A-L) which indicates which skills will be included. Successful completion of the course will assure at least minimum performance level of these skills as judged by the instructor's established performance criteria.

2. Criterion-referenced: Courses should be criterion-referenced to assure precise measurement of specific objectives within a flexible modularized structure.[8]

An index of the skills required in each course will serve as a guide for the student when choosing a program of study and prevent duplication in areas where competency already exists.

The courses which are recommended have been chosen to develop competencies in the areas of the greatest and most immediate need, as indicated by the results of the survey and the personal interviews. The courses may be taken individually or as part of an entire bilingual teacher aide A.A. curriculum. Course topics may also be used as a guide for inservice trainers since they respond to the specific skills in the four areas of the study.

Course Sequence

Based on an analysis of the skills involved, it is advised that the course sequence chosen start with those courses which require the fewest skills to those which are built on multiple skills. The individual, under the guidance of the program director, should assess his skills and choose his course appropriately. It would be advised, for example, that the student acquire sufficient language skills, basic knowledge of bilingual education and of the Mexican American child before entering the Methods and Materials component which calls for the application of these skills and is built on assumptions requiring knowledge in these areas.

A general sequence is recommended, but is in no way binding for those coming into the program with already developed areas of expertise.

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[8] Because of the monolingual teacher's modified observational ability which is due to a lack of comprehension of the aide's language of instruction, it is recommended that performance criteria specific to competencies be built into the courses. These criteria can easily form components of the content if the course is designed in a criterion referenced modular structure. This structure will enable the aide to self-assess his abilities in the performance of specific tasks. It will also facilitate instructor-student evaluation before the aide is sent out of the college classroom into the bilingual classroom.

The specific performance objectives can be used by the monolingual supervising teacher as a guide to the aide's abilities, so that the tasks assigned will be tasks which the bilingual teacher aide is competent in performing. These criteria may also be utilized as part of the initial hiring-screening process, serving to define the competencies needed and their expected performance levels.

Course Descriptions

Course descriptions accompanied by the competency code mentioned earlier and bibliography for the teacher aide trainer are found in Appendix F. Course numbers have been assigned to facilitate reference within this document, as well as to indicate a basic recommended course sequence. A basic facility in oral Spanish is prerequisite for all of the courses. Since it is the goal of this training program to develop *bilingual* teacher aides, course lectures will be conducted in both English and Spanish.

Review of Training Materials

In reviewing the materials currently available for the training of bilingual teachers and teacher aides, a distinct lacking is noted in the latter. While a limited amount of material has been developed for the training of bilingual teachers, there have been almost no materials developed specifically for the training of the bilingual teacher aide.[9] At best, we can look toward the adaption of some of the teacher-oriented materials for use with the aide.

Assuming the broader educational base of the teacher, these materials are developed at an academic (educational) level where assumptions of previously acquired knowledge are used as a basis upon which to build additional culturally, linguistically, and methodologically sensitive components to adapt a previously learned teacher style to a newly described need.

Teacher aide trainers should give careful consideration to the aides' previously limited educational exposure. If one approaches the bilingual teacher aide realistically and sensitively, acknowledging the many strengths possessed as well as those yet to be acquired, a high degree of educational knowledge must not be assumed. This is clearly a learned phenomenon and one to which the aide has not yet been exposed.

Inherent in the careless adaption and use of teacher training materials is the ultimate loss of the aide, who may become frightened, overwhelmed, and frustrated by the lexical level of educational jargon, or the matter-of-fact allusions to theories upon which whole topics are based. The ensuing insecurity may deter the aide from further educational pursuits as well as from classroom involvement.

It is the recommendation of the author that teacher aide trainers extract appropriate materials from the current literature available in the field of bilingual-bicultural education. It is also recommended that teacher aide trainers develop original materials which are suitable for use with the aide. These may take the form of selected readings chosen for both their importance and their accessibility. Major studies in the field can be summarized by the teacher aide trainers and the most important information extracted and accessibly worded. This will afford the aide immediate access to the most important information in a form that can be understood and without the frustration of extraneous detail. If done effectively and the aide is able to experience success, this beginning will encourage the aide to pursue further study upgrading his educational level and further develop his skills. However, in the meantime, this approach will allow him to work efficiently and effectively as a direct support to the monolingual teacher.

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[9] The Southwest Educational Development Laboratory is currently developing training packages for the paraprofessional, but materials are not yet available for review.

This is not unlike the goal of the bilingual programs where it is asked that the children be given the opportunity for initial conceptual development, both cognitively and affectively, in their mother tongue (L_1) before they are asked to then begin these processes in a foreign tongue (L_2). The aide, too, should be given this opportunity to develop strengths at his own level (L_1) before being asked to function on the level of the teacher (L_2).

To facilitate the task of the teacher aide trainer, the author has included bibliography to accompany the courses recommended as a curriculum for the training of bilingual teacher aides (see Appendix F). It is advised that the teacher aide trainer read the original studies and choose and develop training materials which will meet the education and program needs of the aides with whom he is working. An asterisk (*) appears in the bibliography where cited works are considered appropriate for use with the aide without modification. The bibliographies are not intended as readings for the aide, but merely as possible references for the teacher aide trainer.

It is also advised that the teacher aide trainer and the teacher aide keep additionally informed of current contributions in the field through reading the journals[10] (see Appendix G for recommended list), as well as new materials available for classroom usage through area resource centers (see Appendix H) and recently funded Lau (Title VII) Centers.

Selection/Screening

With the use of differentiated staffing (Bloom, 1973), careful screening and placement of aides can benefit existing programs at the same time that the aides are receiving additional training. Since the objectives of each bilingual program vary and the needs of each bilingual classroom are determined by the specific abilities of the teacher, it is advised that in screening an applicant prior to hiring and placing as a bilingual teacher aide, the following be noted in addition to the standard requirements:

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[10] Teacher aide trainers can recommend certain journals for the aide. Journals are also an excellent source of articles to be used as "readings" for the aide.

1. A clear distinction be made between the aide's linguistic performance and linguistic competence (see *Definition of Terms*) in the language for which he is being hired as "bilingual." Language skills include various aspects of the production skills, speaking and writing, and of the comprehension skills, listening and reading.

2. An effective measure of the applicant's knowledge of the target culture, as well as the ability to articulate it.

While it is not expected that the untrained aide will initially be competent in all aspects of these areas, careful evaluation will lead to placement in the most suitable classroom/program where the aide can utilize his existing skills while developing others. If these skills complement the teacher's areas of weakness and the inverse exists as well, a mutual respect and support relationship "team approach" may be expected to occur. Positive results of effective matching ultimately benefit the children, who will receive more educationally, as well as emotionally, when both the teacher and the teacher aide are seen as positive role models.

State Certification

It is the recommendation of the author that the bilingual teacher aide be given an opportunity to obtain state certification. Recommendations for certification are not meant to exclude aides who are already employed. It is aimed at offering the aide additional educational incentives and salary increments.

An inquiry, sent by the author to all of our 50 states, requested information on their certification policies. Only nine states (Delaware, Georgia, Minnesota, New Hampshire, New Mexico, Ohio, Oregon, Vermont, and West Virginia) currently certify aides. Presently, Arizona offers a teacher the opportunity for a "Bilingual Endorsement Stamp." It is the feeling of the author that the aide, who fulfills the same criteria, should be offered an endorsement as a state certified bilingual teacher aide.

An alternative route to this endorsement would be the completion of a state approved A.A. degree as a bilingual teacher aide. If the A.A. program of study is realistic, making use of competency based courses which would give credit for the previously acquired competencies which the aide may have by work in the field, prior to entering the A.A. program, as well as cooperative education or internship, where the aide is afforded college credit for work in the field, the goal of an A.A. degree becomes an accessible one.

A certified aide, with verified competencies, should then receive a remuneration commensurate with the degree of training which the certificate represents.

It is recommended, in light of the present urgent situation, which sees funded school districts faced with non-compliance suits and mandates for bilingual education throughout the country, that the aide, our most immediate solution, be treated with the respect and the understanding that is deserved: Respect in the form of educational advantages, through courses developed to meet their individual and program needs; monetary remuneration commensurate with their contributions and efforts; attitude change on the part of the teachers from "helper" to a part of a team; and the much deserved recognition of the aide's contribution to the bilingual program.

Teacher aide trainers are asked to be sensitive to the educational needs of the aide so that teacher aide education is accessible, immediate, pragmatic, and reinforcing. Only after the aide's self-image has been enhanced through a process of continued competency will he believe in himself as a productive person and contribute more positively to the total learning environment.

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APPENDICES

APPENDIX A

LAU v. NICHOLS*

In Lau, the Court affirmed the Department of Health, Education and Welfare's interpretation of Title VI of the Civil Rights Act (42 U.S.C. 2000d) that school systems have an affirmative obligation to provide students who are unable to speak and understand English a meaningful opportunity to participate in their school's instructional program.

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*Taken from A Better Chance to Learn: Bilingual Bicultural Education. Washington, D.C.: U. S. Commission on Civil Rights, May, 1975, p. 142.

APPENDIX B

Competency Based Bilingual Teaching Personnel Preparation

(Career Ladder Approach)

Levels of Performance	Language Skills	Cultural Attitudes	Knowledge of Bilingual Processes	Educational Skills
V Bilingual Teacher Educators	Ability to perform at Levels I, II, III and IV, and; is able to articulate to prospective educators a need for competency in the native language; illustrate potential linguistic difficulties of children; relate language to culture; assess language proficiency of potential educators	Ability to perform at Levels I, II, III and IV, and; incorporates community resourse persons in preparatory instruction to articulate community mores and values; articulates relationship of cultural values and educational approaches	Ability to perform at Levels I, II, III and IV, and; articulates philosophy, history, goals, methods and techniques of measurement of bilingual education; visits existing bilingual programs; relates local and national needs; maintains awareness of local concepts of programs; conducts research.	Ability to perform at Levels I, II, III and IV, and; designs and develops overall curriculum to achieve competencies in bilingual education related to education programs; supervises students in field experiences; conducts workshops and seminars; represents program to the public; identifies sources of financial support
IV Coordinator of Bilingual Education Program	Ability to perform at Levels I, II and III, and; conducts inservice programs for staff in language evaluation and diagnosis; co-ordinates application of linguistics to total program	Ability to perform at Levels I, II, and III, and; conducts inservice programs for staff in awareness of culture of local language group community; articulates bilingual program to local community.	Ability to perform at Levels I, II, and III, and; conducts inservice programs for staff in purposes, goals, objectives and measures of attainment of the bilingual program	Ability to perform at Levels I, II, and III, and; directs and co-ordinates overall program activities; develops program budgets and supervises expenditures; procures funds to support bilingual education programs; conducts periodic program and staff evaluation; selects staff.
III Master Bilingual Teacher	Ability to perform at Levels I, & II, and; is able to evaluate language differences, dominance and comprehension; detects linguistic bias in oral language and written tests; relates language skills of child to development of curriculum and instructional materials	Ability to perform at Levels I and II, and; incorporates native culture of children and the target community in design of curriculum instructional materials and assessment techniques	Ability to perform at Levels I and II; and; applies theories and principles of bilingual education in the design and development of curriculum, instructional materials and assessment techniques	Ability to perform at Levels I and II and; designs and develops curriculum, instructional materials and assessment devises; supervises and plans instructional team activities, supervises teaching assistants and student teachers
II Beginning Bilingual Teacher	Ability to perform at Level I and; can conduct instruction in the native language and in English; knows dialectical differences in the native language; processes of language acquisition; relates language skills of child to instructional materials	Ability to perform at Level I, and; adapts principles of learning to culturally diverse students; different learning styles; incorporates native culture of children in activities and materials; understands deficit model of education	Ability to perform at Level I and; establishes instructional objectives and can select and use instruments to measure attainment of objectives appropriate to goals of bilingual education; recognizes resistance forces to bilingual education; aware of pros and cons of bilingual education	Ability to perform at Level I, and; Plans and conducts overall learning experiences; selects and adapts instructional materials; uses and interprets measures of educational attainment; plans total program with team members; assigns teaching assistant appropriate tasks.
I Bilingual Teaching Assistant	Is able to understand, speak, write and read the native language and English in the common concepts used in the classroom	Is aware of the cultural and child development factors of the target cultural groups as they affect the child's educational participation	Can define and explain bilingual education, it's history, philosophy, goals and purposes; articulates current theories, methods; recognizes materials and tests commonly used in curriculums	Is able to conduct learning experiences individually or in small groups under the direction of the teacher; adapts and selects some materials supporting learning approaches used; operates educational equipment

APPENDIX C

QUESTIONNAIRE FOR BILINGUAL TEACHER AIDES

Developed by

Marilyn R. Seymann

for

Purposes of a Study Conducted on

Research and Analysis of Competencies Needed by the

Bilingual Teacher Aide

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PLEASE PUT THE NUMBER WHICH ANSWERS EACH QUESTION ON THE LINE AT THE LEFT SIDE OF THE PAGE.

_____ A. My present position is:

1. Bilingual teacher aide
2. Teacher
3. Student Teacher
4. Administration

_____ B. I have been in my present position

1. Less than one year
2. One year
3. Two years
4. Three years
5. More than three years

_____ C. I am:

1. Mexican American
2. Black
3. Anglo
4. Other

_____ D. Sex

1. Female
2. Male

_____ E. I am in the following age group:

1. 18-25
2. 26-40
3. 41-50
4. 51-60
5. Over 60

_____ F. Do you live in the neighborhood of the school?

1. Yes
2. No

_____ G. My educational background is:

1. Do not have a high school diploma
2. High School Diploma or G.E.D.
3. A.A. degree (junior/community college degree)
4. Some college
5. B.A. degree (university)
6. M.A. degree
7. Ph.D. or Ed.D.

_____ H. How much formal coursework in Spanish have you had?

1. One year of Spanish in high school
2. More than one year of Spanish in high school
3. One year of Spanish in college
4. More than one year of Spanish in college
5. No courses in Spanish.

QUESTIONNAIRE FOR BILINGUAL TEACHER AIDES

DIRECTIONS: Please write one number on the line on each side of the question. The numbers on the left indicate whether the task is (1) easy, (2) average, or (3) difficult. The numbers on the right indicate how often you perform each task. Please think about each item carefully and then write the numbers which best describe the task.

For me this task is:	I perform this task
1. Easy	1. Daily 2. Weekly
2. Average	3. Monthly 4. Yearly
3. Difficult	5. Never

SAMPLE QUESTION:

__2__ 1. Reads stories aloud in Spanish to groups of children. __1__

- -

LANGUAGE

______ 1. Translates orally into English, notes from parents written in Spanish. ______

______ 2. Interprets in parent-teacher conferences. ______

______ 3. Reads stories aloud in Spanish to groups of children. ______

______ 4. Reads stories aloud in English to groups of children. ______

______ 5. Responds to children's questions asked in Spanish. ______

______ 6. Responds to children's questions asked in English. ______

______ 7. Uses Spanish dictionary. ______

______ 8. Uses English dictionary. ______

______ 9. Translates teacher's notes to parents into written Spanish. ______

______ 10. Writes in Spanish, stories children dictate in Spanish. ______

______ 11. Writes in English, stories children dictate in English. ______

______ 12. Translates the teacher's directions and instructions in a learning activity into Spanish for the child. ______

______ 13. Translates into Spanish for the child the lesson content taught by the teacher. ______

______ 14. Translates into Spanish for the parent the teacher's explanation of the bilingual program. ______

______ 15. Pronounces each sound of the Spanish alphabet for the children. ______

______ 16. Pronounces each sound of the English alphabet for the children. ______

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

CULTURE

_______ 17. Informs teacher of similarities and differences between Anglo culture and the minority culture. _______

_______ 18. Informs the teacher of cultural, social and economic differences in the bicultural student's way of learning. _______

_______ 19. Interprets to teacher and school personnel minority customs and beliefs (funerals, birthdays, etc.). _______

_______ 20. Explains to teacher reasons for parents' hesitations about communication with teacher, visiting school, etc. _______

_______ 21. Explains to teacher the meaning of a child's actions (behavior) in terms of his culture. _______

_______ 22. Explains to teacher cultural attitudes towards discipline. _______

_______ 23. Alerts teacher to possible cultural explanations of pupil's conflicts. _______

_______ 24. Helps teacher screen children for problems. _______

_______ 25. Helps teacher evaluate tests and materials for cultural biases. _______

_______ 26. Explains to teacher the possible differences in the bicultural child's way of relating to others. _______

_______ 27. Interprets for the teacher the cultural meanings of certain words or gestures. _______

_______ 28. Explains the possibility of a difference in meaning when the child translates from Spanish into English. _______

_______ 29. Interprets for the teacher the cultural meanings of a child's drawing. _______

_______ 30. Interprets for the teacher the cultural meanings in a child's experience story. _______

_______ 31. Gives teacher suggestions for how the school experience may better meet the needs of the bilingual-bicultural child. _______

_______ 32. Explains to teacher that cultural difference is not a cultural defect. _______

_______ 33. Encourages the teacher to recognize the value of all cultures. _______

_______ 34. Encourages the children to recognize the value of all cultures. _______

_______ 35. Reinforces the child in maintaining identity and pride in his native culture. _______

_______ 36. Points out to teacher the contributions of the cultural group group to the history and culture of the United States. _______

_______ 37. Points out to students the contributions of the cultural group to the history and culture of the United States. _______

_______ 38. Discusses with teacher how to develop activities involving the culture of the bicultural child. _______

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

CULTURE (cont'd)

______ 39. Alerts teacher to the special experiences of the bicultural child. ______

______ 40. Maintains a cultural interest area in the classroom. ______

______ 41. Plans a cultural bulletin board in the classroom. ______

______ 42. Helps teacher plan cultural games and activities. ______

Serves as an effective resource person in the following areas:

______ 43. History of Mexico ______

______ 44. Holidays and Customs ______

______ 45. Songs and dances ______

______ 46. Proverbs, sayings ______

______ 47. Crafts ______

______ 48. Folktales ______

______ 49. Food ______

______ 50. Helps teacher define and plan successful experiences for the bicultural child. ______

______ 51. Points out to the teacher the need to include the culture as part of lessons in other subject areas. ______

For me this task is:

1. Easy

2. Average

3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

KNOWLEDGE OF BILINGUAL PROCESSES

________ 52. Explains to teachers, school personnel and parents the meaning of bilingual education. ________

________ 53. Explains to teachers, school personnel and parents the goals of bilingual education. ________

________ 54. Explains to teachers, school personnel and parents the types of bilingual programs available. ________

________ 55. Explains to parents the purpose, goal and structure of the school's bilingual program. ________

________ 56. Keeps teacher informed of the current theories on bilingual education. ________

________ 57. Keeps teacher informed of new methods being developed in bilingual education. ________

________ 58. Works with teacher in selecting teaching methods most suitable for the bilingual child. ________

________ 59. Keeps teacher informed of available materials in bilingual education. ________

________ 60. Works with teacher in evaluating available materials. ________

________ 61. Keeps teacher informed of new tests being developed in bilingual education. ________

________ 62. Works with teacher in selecting testing materials. ________

________ 63. Works with teacher in evaluating testing results. ________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS

________ 64. Participates in long range planning with teachers. ________

________ 65. Develops own long range plans. ________

________ 66. Prepares daily lesson plans with teachers. ________

________ 67. Prepares daily lesson plans without teachers. ________

________ 68. Works with teacher to identify specific learning styles of children. ________

________ 69. Works primarily without teacher to identify specific learning styles of children. ________

________ 70. Works with teacher to develop techniques and skills that will make the instructional program more effective for the language different child. ________

________ 71. Develops own techniques to make the instructional program more effective for the language different child. ________

________ 72. Works with teacher to diagnose individual children's problems. ________

________ 73. Diagnoses individual children's problems without the teacher. ________

________ 74. Uses checklist prepared by teacher to record necessary information about individual children. ________

________ 75. Records information about individual students on a self-prepared checklist. ________

________ 76. Assists teacher in evaluating individual pupil performance. ________

________ 77. Evaluates individual pupil performance alone. ________

________ 78. Assists teacher with evaluation of classroom activities. ________

________ 79. Evaluates classroom activities alone. ________

________ 80. Observes the behavior and progress of the bilingual student. ________

________ 81. Makes entries into student's records reporting progress. ________

________ 82. Alerts teacher to the special needs of the bilingual student. ________

Prepares lessons with the teacher in the following areas:

________ 83. Oral language development ________

________ 84. Mathematics ________

________ 85. Science ________

________ 86. Social Studies ________

________ 87. Reading Readiness (word recognition, left to right progression) ________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

________ 88. Reading ________

________ 89. Writing ________

________ 90. Music ________

________ 91. Art/Crafts ________

---- Prepares own lessons in the following areas:

________ 92. Oral language development ________

________ 93. Mathematics ________

________ 94. Science ________

________ 95. Social Studies ________

________ 96. Reading Readiness ________

________ 97. Reading ________

________ 98. Writing ________

________ 99. Music ________

________ 100. Art/Crafts ________

Conducts individual and small group learning experiences from lesson plans prepared with teacher in:

________ 101. Oral language development ________

________ 102. Mathematics ________

________ 103. Science ________

________ 104. Social Studies ________

________ 105. Reading Readiness ________

________ 106. Reading ________

________ 107. Writing ________

________ 108. Music ________

________ 109. Arts/Crafts ________

________ Conducts individual and small group learning experiences from own lesson plans in:

________ 110. Oral language development ________

________ 111. Mathematics ________

________ 112. Science ________

________ 113. Social Studies ________

________ 114. Reading Readiness ________

________ 115. Reading ________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

________ 116. Writing ________

________ 117. Music ________

________ 118. Art/Crafts ________

Conducts individual and small group learning experiences under teacher supervision in:

________ 119. Oral language development ________

________ 120. Mathematics ________

________ 121. Science ________

________ 122. Social Studies ________

________ 123. Reading Readiness ________

________ 124. Reading ________

________ 125. Writing ________

________ 126. Music ________

________ 127. Art/Crafts ________

Teaches individual and small groups without supervision in:

________ 128. Oral language development ________

________ 129. Mathematics ________

________ 130. Science ________

________ 131. Social Studies ________

________ 132. Reading Readiness ________

________ 133. Reading ________

________ 134. Writing ________

________ 135. Music ________

________ 136. Art/Crafts ________

Teaches in the following areas in English:

________ 137. Oral language development ________

________ 138. Mathematics ________

________ 139. Science ________

________ 140. Social Studies ________

________ 141. Reading Readiness ________

________ 142. Reading ________

________ 143. Writing ________

________ 144. Music ________

________ 145. Art/Crafts ________

INSTRUCTIONAL SKILLS (cont'd)

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

Teaches in the following areas in Spanish:

________ 146. Oral language development ________

________ 147. Mathematics ________

________ 148. Science ________

________ 149. Social Studies ________

________ 150. Reading Readiness ________

________ 151. Reading ________

________ 152. Writing ________

________ 153. Music ________

________ 154. Art/Crafts ________

Works mainly as a team with the teacher for whole class instruction in:

________ 155. Oral language development ________

________ 156. Mathematics ________

________ 157. Science ________

________ 158. Social Studies ________

________ 159. Reading Readiness ________

________ 160. Reading ________

________ 161. Writing ________

________ 162. Music ________

________ 163. Art/Crafts ________

Works mainly with small groups and individual students in:

________ 164. Oral language development ________

________ 165. Mathematics ________

________ 166. Science ________

________ 167. Social Studies ________

________ 168. Reading Readiness ________

________ 169. Reading ________

________ 170. Writing ________

________ 171. Music ________

________ 172. Arts/Crafts ________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

__________ 173. Uses instructional approach (teaching method) suggested by teacher. __________

__________ 174. Uses own instructional approach. __________

__________ 175. Works with small groups of students in their native language to reinforce material initially introduced by the teacher. __________

__________ 176. Works with small groups of students in their native language to teach new material. __________

__________ 177. Supervises pupils in groups to see if the teacher's directions are being carried out. __________

__________ 178. Supervises pupils in groups to see if own instructions are being carried out. __________

__________ 179. Conducts drill work with students under teacher's supervision. __________

__________ 180. Conducts drill work with students without teacher's supervision. __________

__________ 181. Assists students in library work (choosing books). __________

__________ 182. Assists students in looking up information in books, encyclopedias, dictionary. __________

__________ 183. Assists teacher in bilingual library work. __________

__________ 184. Plays listening games with the children. __________

__________ 185. Guides discussion groups on topic chosen by teacher. __________

__________ 186. Guides discussion groups on topic chosen by aide. __________

__________ 187. Listens to students talk about themselves. __________

__________ 188. Listens to students tell stories. __________

__________ 189. Tells stories to students. __________

__________ 190. Watches students act out stories. __________

__________ 191. Acts out stories with children. __________

__________ 192. Directs instructional games. __________

__________ 193. Observes and records data from own observation. __________

__________ 194. Leads oral reading for small groups in Spanish. __________

__________ 195. Leads oral reading for small groups in English. __________

__________ 196. Leads class discussions in Spanish. __________

__________ 197. Leads class discussions in English. __________

__________ 198. Leads questions stimulating discussions in Spanish. __________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

________ 199. Leads question stimulating discussions in English. ________

________ 200. Leads listening development activities in Spanish. ________

________ 201. Leads listening development activities in English. ________

________ 202. Corrects oral speech errors of students under teacher supervision. ________

________ 203 Corrects oral speech errors of students without teacher supervision. ________

________ 204. Demonstrates pronunciation of difficult sounds in English. ________

________ 205. Demonstrates pronunciation of difficult sounds in Spanish. ________

________ 206. Develops special materials with teacher to help child correct speech errors. ________

________ 207. Develops own special materials to help children correct speech errors. ________

________ 208. Develops vocabulary lists with children. ________

________ 209. Assists individual students in need of special attention with his school work. ________

________ 210. Assists individual students with his personal problems. ________

________ 211. Guides independent study, enrichment work and remedial work set up by the teacher. ________

________ 212. Checks notebooks. ________

________ 213. Corrects papers. ________

________ 214. Corrects objective tests. ________

________ 215. Supervises test taking and make-up work. ________

________ 216. Offers special help in areas of own special competencies. ________

________ 217. Explains classroom and school rules to children. ________

________ 218. Enforces classroom and school rules and regulations. ________

Assists teacher in collecting bilingual instructional materials for:

________ 219. Oral language development ________

________ 220. Mathematics ________

________ 221. Science ________

________ 222. Social Studies ________

________ 223. Reading Readiness ________

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

______ 224. Reading ______

______ 225. Writing ______

______ 226. Music ______

______ 227. Art/Crafts ______

Collects own bilingual instructional materials for:

______ 228. Oral language development ______

______ 229. Mathematics ______

______ 230. Science ______

______ 231. Social Studies ______

______ 232. Reading Readiness ______

______ 233. Reading ______

______ 234. Writing ______

______ 235. Music ______

______ 236. Art/Crafts ______

Assists teacher in selecting bilingual instructional materials for:

______ 237. Oral language development ______

______ 238. Mathematics ______

______ 239. Science ______

______ 240. Social Studies ______

______ 241. Reading Readiness ______

______ 242. Reading ______

______ 243. Writing ______

______ 244. Music ______

______ 245. Art/Crafts ______

Selects own bilingual instructional materials for:

______ 246. Oral language development ______

______ 247. Mathematics ______

______ 248. Science ______

______ 249. Social Studies ______

______ 250. Reading Readiness ______

______ 251. Reading ______

______ 252. Writing ______

______ 253. Music ______

For me this task is:

1. Easy
2. Average
3. Difficult

INSTRUCTIONAL SKILLS (cont'd)

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

Selects own bilingual instructional materials for:

_______ 254. Arts/Crafts _______

Prepares bilingual instructional materials with teacher for:

_______ 255. Oral language development _______
_______ 256. Mathematics _______
_______ 257. Science _______
_______ 258. Social Studies _______
_______ 259. Reading Readiness _______
_______ 260. Reading _______
_______ 261. Writing _______
_______ 262. Music _______
_______ 263. Arts/Crafts _______

Prepares own bilingual instructional materials for:

_______ 264. Oral language development _______
_______ 265. Mathematics _______
_______ 266. Science _______
_______ 267. Social Studies _______
_______ 268. Reading Readiness _______
_______ 269. Reading _______
_______ 270. Writing _______
_______ 271. Music _______
_______ 272. Arts/Crafts _______

Prepares written handouts in Spanish for:

_______ 273. Oral language development _______
_______ 274. Mathematics _______
_______ 275. Science _______
_______ 276. Social Studies _______
_______ 277. Reading Readiness _______
_______ 278. Reading _______
_______ 279. Writing _______
_______ 280. Music _______
_______ 281. Arts/Crafts _______

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Prepares written handouts in English for:

______ 282. Oral language development ______

______ 283. Mathematics ______

______ 284. Science ______

______ 285. Social Studies ______

______ 286. Reading Readiness ______

______ 287. Reading ______

______ 288. Writing ______

______ 289. Music ______

______ 290. Arts/Crafts ______

______ 291. Assists teacher in appropriately adapting instructional materials for use in the bilingual classroom. ______

______ 292. Adapts instructional materials for use in the bilingual classroom. ______

______ 293. Uses child's culture/language experience and skills as a means of developing relevant materials for him. ______

______ 294. Uses minority child's culture as an enrichment of the materials developed for the other classroom children. ______

______ 295. Prepares and constructs classroom tests with teacher. ______

______ 296. Prepares and constructs classroom tests without the teacher. ______

______ 297. Administers standardized tests (example: Metropolitan Reading, Monroe Oral, etc.) for students with teacher supervision. ______

______ 298. Administers standordized tests for students without teacher supervision. ______

______ 299. Translates into Spanish standardized tests for children. ______

______ 300. Scores standardized tests with teacher supervision. ______

______ 301. Scores standardized tests without teacher supervision. ______

______ 302. Evaluates test results with teacher. ______

______ 303. Evaluates test results without teacher. ______

______ 304. Goes over lesson plans, materials and teaching strategies with teacher after test results are known. ______

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_______ 305. Goes over lesson plans, materials and teaching strategies without teacher after test results are known. _______

Develops instructional games with teacher to teach in the following areas:

_______ 306. Oral language development _______

_______ 307. Mathematics _______

_______ 308. Science _______

_______ 309. Social Studies _______

_______ 310. Reading Readiness _______

_______ 311. Reading _______

_______ 312. Writing _______

_______ 313. Music _______

_______ 314. Arts/Crafts _______

Develops own instructional games to teach in the following areas:

_______ 315. Oral language development _______

_______ 316. Mathematics _______

_______ 317. Science _______

_______ 318. Social Studies _______

_______ 319. Reading Readiness _______

_______ 320. Reading _______

_______ 321. Writing _______

_______ 322. Music _______

_______ 323. Arts/Crafts _______

Develops instructional games with teacher to reinforce the following areas:

_______ 324. Oral language development _______

_______ 325. Mathematics _______

_______ 326. Science _______

_______ 327. Social Studies _______

_______ 328. Reading Readiness _______

_______ 329. Reading _______

_______ 330. Writing _______

_______ 331. Music _______

_______ 332. Arts/Crafts _______

For me this task is:	I perform this task
1. Easy	1. Daily
2. Average	2. Weekly
3. Difficult	3. Monthly
	4. Yearly
	5. Never

INSTRUCTIONAL SKILLS (cont'd)

Develops own instructional games to reinforce the following areas:

_______ 333. Oral language development _______

_______ 334. Mathematics _______

_______ 335. Science _______

_______ 336. Social Studies _______

_______ 337. Reading Readiness _______

_______ 338. Reading _______

_______ 339. Writing _______

_______ 340. Music _______

_______ 341. Arts/Crafts _______

APPENDIX D

TABLE 1

CHI-SQUARE ANALYSIS: EDUCATIONAL BACKGROUND VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
No College	792	214	1.61
Any College	352	79	
Culture:			
No College	785	976	41.30**
Any College	456	325	
Knowledge of Bilingual Process:			
No College	173	507	20.42**
Any College	113	169	
Instructional Skills:			
No College	6822	6156	284.42**
Any College	4122	2268	

**Significant at .01

TABLE 2

CHI-SQUARE ANALYSIS: FORMAL SPANISH COURSEWORK VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
No Spanish	371	132	17.57**
Any Spanish	788	161	
Culture:			
No Spanish	452	422	3.35
Any Spanish	813	884	
Knowledge of Bilingual Process:			
No Spanish	112	216	4.08*
Any Spanish	178	461	
Instructional Skills:			
No Spanish	3401	3006	61.53**
Any Spanish	7807	5427	

*Significant at .05

**Significant at .01

TABLE 3

CHI-SQUARE ANALYSIS: FREQUENCY VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
Frequent	878	58	322.62**
Infrequent	276	234	
Culture:			
Frequent	868	153	868.77**
Infrequent	396	1151	
Knowledge of Bilingual Process:			
Frequent	164	51	284.41**
Infrequent	124	625	
Instructional Skills:			
Frequent	8006	1285	6110.59**
Infrequent	3171	7124	

**Significant at .01

APPENXID E

FIFTEEN TOP DIFFICULTY GROUPS

Question		Number Finding Task Difficult
43.	Serves as an effective resource person in the following areas: History of Mexico	84
275.	Prepares written handouts in Spanish for: Science	84
276.	Prepares written handouts in Spanish for: Social studies	81
148.	Teaches in the following areas in Spanish: Science	79
57.	Keeps teacher informed of new methods being developed in bilingual education.	75
61.	Keeps teacher informed of new tests being developed in bilingual education.	73
149.	Teaches in the following areas in Spanish: Social studies	72
56.	Keeps teacher informed of the current theories on bilingual education.	70
266.	Prepares own bilingual instructional materials for: Science	68
280.	Prepares written handouts in Spanish for: Music	68
248.	Selects own bilingual instructional materials for: Science	67
335.	Develops own instructional games to reinforce the following areas: Science	67
267.	Prepares own bilingual instructional materials for: Social studies	66
230.	Collects own bilingual instructional materials for: Science	65
239.	Assists teacher in selecting bilingual instructional materials for: Science	65

Question	Number Finding Task Difficult
46. Serves as an effective resource person in the following areas: Proverbs, sayings	64
277. Prepares written handouts in Spanish for: Reading readiness	64
281. Prepares written handouts in Spanish for: Arts/Crafts	64
249. Selects own bilingual instructional materials for: Social studies	63
62. Works with teacher in selecting testing materials	61
153. Teaches in the following areas in Spanish: Music	61
231. Collects own bilingual instructional materials for: Social studies	61
257. Prepares bilingual instructional materials with teacher for: Science	61
274. Prepares written handouts in Spanish for: Mathematics	61
48. Serves as an effective resource person in the following areas: Folktales	60
258. Prepares bilingual instructional materials with teacher for: Social studies	60
273. Prepares written handouts in Spanish for: Oral language development	60
317. Develops own instructional games to teach in the following areas: Science	60

APPENDIX F

Notes

Competency Code

A. Speaking Spanish

B. Reading Spanish

C. Writing Spanish

D. Analyze sound systems of English and Spanish

E. Teach history, culture, music of Mexico

F. Identify how culture manifests itself in behavior

G. Articulate basic theory of bilingual education

H. Explain current methodology and testing in bilingual education

I. Plan lessons

J. Develop bilingual materials

K. Teach subject matter in Spanish

L. Teaching reading in Spanish

For discussion of the development of this code, please refer back to pages 23-24.

The accompanying bibliographies are intended for use by bilingual teacher aide trainers. The rationale for this is explained on pages 26-27 of the test. Those references preceded by an asterisk (*) may be used by the aide without modification; all other entries are recommended sources for use by the teacher aide trainer.

A summary discussion of the study and recommended training materials (including course descriptions and bibliographies) are available as a separate source book intended for use by those involved in the training of bilingual teacher aides. For copies of this source book, contact the author at Mesa Community College, 1833 West Southern Avenue, Mesa, Arizona 85202.

BE 205 Spanish for the Bilingual Teacher/Teacher Aide

(ABCDI)

This course will deal with the written aspects of the Spanish language. A contrastive analysis will be conducted between the sound systems and salient interference points of English/Spanish which can be anticipated in the language learning process of the child.

Emphasis will be placed on language as an element of culture. To illustrate this, a study of regionalisms, both lexical and syntactical, will be done. To provide the student with reading experience in the language, selections from children's literature, as well as from prominent Mexican writers will be used. This will serve to acquaint the aide with appropriate selections for use in the classroom as well as with the additional cultural awareness which literature provides.

Writing practice will take the form of developing lesson plans and instructional units in Spanish, thereby providing practice in the grammatical structure of the language as well as the lexicon of the classroom.

BE 205 Bibliography

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Stockwell, R., and Bowen, D. The Sounds of English and Spanish. Chicago: University of Chicago Press, 1965.

Stockwell, R., Bowen, J. D., and Martin, J. The Grammatical Structures of English and Spanish. Chicago: University of Chicago Press, 1965.

BE 206 Concepts of Bilingual Education (ABGH)

The historical and philosophical concepts of bilingual-bicultural education will be studied, as well as the current issues (legal/extra legal) underlying bilingual education. The different types of bilingual programs available for implementation will be analyzed, contrasted, and evaluated.

BE 206 Bibliography

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*Forbes, J. D. Mexican-Americans, A Handbook for Educators. Berkeley: Far West Laboratory for Educational Research and Development, 1967.

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BE 207 The Mexican American Child in the Classroom (AEFG)

This course examines the cultural heritage of the Mexican child as it relates to the formation of his self-concept and processes of identification and as it differs from the Anglo experience. Home, cultural, and linguistic factors influencing learning stages, abilities, and behaviors of children will be studied. Attention will be given to both learning and teaching styles most effective with the target population.

BE 207 Bibliography

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Dubin, F. *The Problem "Who Speaks Next?" Considered Cross-Culturally.* (ERIC Document Reproduction Service, #ED 082 569)

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Prescott, D. Emotion and the Educative Process. Washington, D.C.: American Council on Education, 1938.

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Zintz, M. Education Across Cultures. Dubuque, Iowa: Wm. D. Brown Book Company, 1963.

BE 208 Mexican History and Culture for the Classroom: Theory and Practice (ABCEIJK)

Background material on history, culture, lesson planning, and material development will form the first third of this course. Each student will develop an original unit in Spanish and English on one aspect of Mexican history or culture. Emphasis will be placed on viewing each aspect of culture holistically so the aide, as well as the students, develops an awareness of the historical sequence and cultural significance of the presentations.

Attention will be given to effective lesson planning and material development. Background information and accompanying illustrative materials for each project will be combined into a resource packet. These packets will be put into a cultural resource bank for the use of other students. Class presentations of the units will afford the aides an opportunity to learn from one another, both in content and methodology.

BE 208 Bibliography

Abrahams, R. D., and Troike, R. C. Language and Cultural Diversity in American Education. Englewood Cliffs: Prentice Hall, 1972.

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*Villareal, J. A. Pocho. New York: Doubleday, 1970.

Wonder, J. P. "The Bilingual Mexican-American as a Potential Teacher of Spanish," Hispania, XLVIII (March 1965), 97-99.

BE 209 Communication Patterns: Language Problems of the Bilingual Child (ABCDE)

This course will help to develop an awareness in the bilingual teacher aide of the language characteristics and the problems encountered by the bilingual child in the classroom. The process of becoming bilingual, including the cognitive and affective aspects of first and second language acquisition, as well as the inter-relationship between language and culture will be studied. The course will afford the student practical experience in the classroom management of these problems.

BE 209 Bibliography

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BE 210-211 Methods and Materials in Bilingual Education (ADFHIJKL)

These two courses together will comprise the core "methods" component. Taught as a series of modules on the following topics:

1. Spanish Language Arts
2. Spanish Language Instruction
3. Teaching Reading in Spanish
4. Teaching Science and Math in Spanish
5. Teaching Social Studies in Spanish
6. Teaching Culture in Spanish*
7. Music for the Classroom
8. Classroom Management and Organization
9. Individualized Instruction Challenges
10. Testing: Evaluating, Administering, Adapting Standardized Tests
11. Diagnosis and Prescription: Effective Use of Test Results

Modules 1-7 will include curriculum content, teaching techniques, material development and evaluation, and Spanish technical vocabulary.

The aide will have the opportunity to design an original training package appropriate for and sensitive to the needs of the children of the target group.

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*NOTE: If BE 208 Mexican History and Culture for the Classroom has been taken, this module may be eliminated.

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Wooden, S. L., and Pettibone, T. J. *A Comparative Study of Three Beginning Reading Programs for the Spanish-Speaking Child*. (ERIC Document Reproduction Service, #ED 085 897)

Resource Manuals, Curriculum Guides, and Teacher Guides for Classroom Use

The student is advised to consult the resource centers (listed in Appendix J) for classroom materials now available.

*Curriculum Guide for K-3. Austin: Dissemination Center for Bilingual Bicultural Education.

*Daily Curriculum Guide: A Preschool Pran for the Spanish Speaking Child. Austin: Dissemination Center for Bilingual Bicultural Education.

*Handbook for Language Arts. Bureau for Curriculum Development. Board of Education for the City of New York, 1966. (Reprinted, 1968)

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Resource Manual for Implementing Bilingual Education Programs. Austin: Texas Education Agency, 1970.

*_SCDC Spanish Curriculum Units_. Spanish Curriculum Development Center. Austin: Dissemination Center for Bilingual Bicultural Education, 1973.

*_Suggested Curriculum Guidelines for an Effective Bilingual Program, 1972-73_. Southeastern New Mexico Bilingual Project. Artesia: Artesia Public Schools, 1972.

BE 212 Classroom Management for the Bilingual Teacher Aide

(To be taken concurrently with bilingual teacher aide internship. At least minimal proficiency in all competencies expected.)

Two meetings weekly to correspond with the two course components. This course will offer: (a) a structured presentation and discussion of educational procedures, ethics, area methods, and classroom operations as they relate to the bilingual teacher aide; and (b) the opportunity for the aide to discuss actual classroom problems which he may be encountering during his internship experience.

BE 213 Cooperative Education/Internship

(To be taken concurrently with Classroom Management for the Bilingual Teacher Aide. At least minimal proficiency in all competencies expected.)

Supervised practical experience in the classroom under the direction of certified personnel. This must be taken while the aide is concurrently enrolled in a course within the bilingual teacher aide curriculum. Statement and fulfillment of a minimum of five specific behavioral objectives are required.

APPENDIX H

The following will serve as a useful guide for periodical consultation:

American Speech

Bilingual Review/Revista Bilingüe

Education Digest

Educational Leaders

Educational Leadership

Elementary English

Elementary School Journal

English Language Teaching

English-Teaching Abstracts

Foreign Language Annals

Hispania

Inequality in Education

International Review of Applied Linguistics

Inter-Pret

IRAL, International Review of Applied Linguistics in Language Teaching

Journal of Social Casework

Journal of Social Issues

Journal of Verbal Learning

Language Learning

The Linguistic Reporter

Materiales en Marcha

Modern Language Journal

NAFSA Newsletter

National Elementary Principal

Phi Delta Kappan

Reports of the U. S. Commission on Civil Rights, Reports I-VI

Revista Hispánica Moderna

Social Casework

TESOL Newsletter

TESOL Quarterly

APPENDIX I

Resource Centers

Association of Teachers of English to Speakers of Other Languages

Institute of Languages and Linguistics
Georgetown University
Washington, D. C. 20007

BABEL Bay Area Bilingual Education League

1414 Walnut Street
Berkeley, California 94709

The British Council English-Teaching Information Centre

State House, High Holborn
London, W.C.1, England

Center for Applied Linguistics

1717 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Dissemination Center for Bilingual Bicultural Education

6504 Tracor Lane
Austin, Texas 78721

English Teaching Division Information Center Service

United States Information Agency
Washington, D. C.

ERIC Clearinghouse on the Teaching of Foreign Languages. Modern Language Association of America

Access to Research Documents

ERIC Clearinghouse on Linguistics and Uncommonly Taught Foreign Languages

Center of Applied Linguistics (Access to Research Documents)
1717 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Modern Language Association (MLA)

4 Washington Place
New York, New York 10003

New Mexico State Department of Education

Cross Cultural Education Unit
Santa Fe, New Mexico

National Association for Foreign Student Affairs (NAFSA)

809 United Nations Plaza
New York, New York 10017

National Council of Teachers of English (NCTE)

508 South Sixth Street
Champaign, Illinois 61822

Southeastern Education Laboratory (Home of Bilingual Education Materials Development Center)

5825 Sunset Drive, Suite 304
South Miami, Florida 33143

Southwestern Cooperative Educational Laboratory Inc.

Albuquerque, New Mexico

Southwest Educational Development Laboratory

211 East 7th Street
Austin, Texas 78701

CE 008 263